

DOCUMENT RESUME

ED 341 437

JC 920 098

AUTHOR Deese, Stephanie; McKay, Sylvester
TITLE The Dawning of a New Century: North Carolina Community College System Comprehensive Plan for Administrative Leadership through Diversity Enhancement. A Report to the System President.
INSTITUTION North Carolina Community Coll. System, Raleigh.
PUB DATE Dec 91
NOTE 52p.; Prepared with the assistance of the Focus Group on Administrative Leadership Development for Minorities and Women.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Affirmative Action; *College Administration; Community Colleges; Cultural Awareness; Educational Trends; Employment Practices; *Equal Opportunities (Jobs); Ethnic Distribution; Faculty Development; Faculty Promotion; *Females; Leadership; *Minority Groups; Program Descriptions; Quotas; *Sex Fairness; Statewide Planning; Student Characteristics; Two Year Colleges
IDENTIFIERS *North Carolina Community College System

ABSTRACT

Based on a nationwide survey of existing programs and literature as well as the findings from local focus groups and data collection efforts, this report from the North Carolina Community College System (NCCCS) presents a series of recommendations for the promotion and recruitment of minorities and women for the senior-level administrative staff of the NCCCS. The report includes information data on past efforts to recruit and promote women and minorities on the staff of the NCCCS as well as at individual community colleges; provides current data on the ethnic and gender composition of the student body, faculty, and administration of North Carolina's community colleges; and reviews hiring trends nationwide and in the NCCCS. Among the 26 recommendations presented in the report are the following: (1) each college should incorporate, as part of its Institutional Effectiveness Plan, a leadership statement, hiring goals through the year 2002, timeframes and schedules, and monitoring and evaluation procedures; (2) the State Board for Community Colleges (SBCC) should increase funding for enrollment in the Executive Leadership Management Institute, and encourage college presidents to nominate more minorities and women to the Institute; (3) the SBCC should conduct six regional seminars on "Understanding Cultural Diversity" for all senior-level administrators in the NCCCS; (4) the SBCC should implement effective applicant pool strategies as administered in other states; revamp systemwide hiring goals; and provide incentive grants to colleges that meet or exceed their hiring goals; and (5) the SBCC should appoint an oversight committee and solicit annual reports regarding activities for implementing the recommendations. (PAA)

ED341437

THE DAWNING OF A NEW CENTURY

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM COMPREHENSIVE PLAN FOR ADMINISTRATIVE LEADERSHIP THROUGH DIVERSITY ENHANCEMENT



A REPORT TO THE SYSTEM PRESIDENT

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

B. Fountain

DECEMBER 1991

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

BEST COPY AVAILABLE

JC 920098

THE DAWNING OF A NEW CENTURY

**North Carolina Community College System
Comprehensive Plan for Administrative Leadership
Through
Diversity Enhancement**

Submitted to:

**Robert W. Scott, President
North Carolina Community College System
200 West Jones Street
Raleigh, NC 27603-1337**

Prepared by:

**Stephanie Deese, Project Coordinator
Dr. Sylvester McKay, Director of Research
and the Focus Group on
Administrative Leadership Development
for Minorities and Women**

December 1991

EXECUTIVE SUMMARY

The challenge of diversity in the 1990's and beyond is of national concern. Today, we stand on the brink of a new century, a century in which increasingly rapid changes will test our resources and our resourcefulness. One of these changes will impact everything from politics to industry, from education to culture, and that is the changing racial and ethnic makeup of our country.

As Forrest Toms with the Center for Multicultural Diversity at Lenoir-Rhyne College in Hickory, North Carolina, points out "... the challenge for educational institutions to meet the needs of an increasing multiethnic, multiracial, multicultural populace is indeed of different proportion and magnitude than in previous years. The challenge of diversity raises questions regarding the readiness, preparedness, and effectiveness of individuals and institutions to proactively -- instead of reactively -- respond to the realities of diversity. Given the multiplicity and complexity of possibilities involved in the process of creating a climate for diversity, not to mention implementing a process to nurture and to maintain diversity, it is clear that no simple quick fix or short-term panacea exists." (Toms & White, 1991, p. 1)

Therefore, a comprehensive strategy beginning with a commitment from the current Trustees and Presidents of the local community colleges and the State Board of Community Colleges is needed to set the stage for effective institutional change.

The underlying intent of this report is to promote a climate within the system that is conducive to the inclusion of minorities and women in leadership roles.

This report to the System President identifies specific recommendations for action toward instituting a comprehensive strategy for implementing cultural diversity in the North Carolina Community College System (NCCCS). This process must start with the enhancement of leadership development opportunities for minorities and women.

Although numerous recommendations by topical area (i.e., recruitment, professional development) are contained in the report, the general theme throughout the report is a call for the development and implementation of comprehensive institutional diversity plans.

The key recommendations in abbreviated form are listed below; accompanying strategies are incorporated into the text of the document.

THE CHALLENGES OF DIVERSITY RECOMMENDATION

1. Recommend that each college include as part of its Institutional Effectiveness Plan a section on Institutional Diversity. The Institutional Diversity Plan should incorporate the following components: leadership statement; hiring goals through the Year 2002; timeframes and schedules; and procedures for monitoring, accountability and evaluation.

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

2. Recommend that the State Board of Community Colleges provide funds for the expansion of the existing Executive Management Leadership Institute to increase the number of enrollees to a maximum of 50 individuals per year and to encourage Presidents to nominate more minorities and females.

In addition, the State Board of Community Colleges should encourage and support the continuation and expansion of the leadership training programs offered by the North Carolina affiliates of the American Association of Women in Community and Junior Colleges and the Council on Black American Affairs.

3. Recommend that the department, in conjunction with the North Carolina Association for Community College Presidents, initiate six (6) regional seminars on "understanding cultural diversity" for all senior-level administrators in the system during 1992. The content of these seminars should become part of the orientation for new senior-level administrators beginning in 1993.
4. Recommend that the department, in conjunction with the North Carolina Association of Community College Trustees, develop vigorous leadership training including cultural diversity sessions for local college Boards of Trustees.
5. Recommend that the department develop and implement a state-level, structured mentoring program for the community college system. Mentoring and role modeling are proactive ways of promoting the success of minorities and women in leadership positions.

6. Recommend that the department develop special seminars relating to career counseling, professional growth and development, and networking for all employees interested in leadership, with a strong emphasis on minority and female involvement.
7. Recommend that college and department employees who desire professional development opportunities should have an individual professional career growth plan.

RECRUITMENT/SEARCH COMMITTEES/RETENTION RECOMMENDATIONS

8. Recommend that colleges examine and strengthen recruitment, search-committee and retention strategies in order to increase diversity efforts.
9. Recommend that colleges increase the recruitment of minority faculty in order to increase the available pool of minorities in the academic pipeline.

SYSTEMWIDE RECOMMENDATIONS

Applicant Pool

10. Recommend that the department investigate the effectiveness of applicant pools as administered by other states and implement those strategies that have been successful. If an applicant pool is developed, in contrast to the previous pool, the proposed applicant pool should be expanded to include all minorities and females interested in pursuing a career within the community college system. The intent is to develop an applicant pool that can be available on a voluntary basis as a resource for community colleges to use in locating minority and female applicants.

Revamp Systemwide Hiring Goals

11. Recommend that the department develop a methodology for colleges to use in establishing and implementing their own hiring goals for minorities and females in incremental steps for a 10-year period (1992-2002). The methodology will incorporate the following components:
 - a) data on labor market availability;
 - b) demographics of individual college service areas; and
 - c) individual college student-body profiles.

The individual college goals will be aggregated to form systemwide goals.

(Note: This information will be presented in greater detail to colleges in the Spring of 1992 and should be part of the colleges' Diversity Plans.)

Implementation of Programs to Enhance Cultural Diversity

12. Recommend that the department, in an effort to increase the numbers of underrepresented minorities and women in the academic pipeline, communicate directly with the administration of The University of North Carolina system concerning this need and direct attention toward the academic credentials required for entry-level positions within community colleges.
13. Recommend that the State Board of Community Colleges and local Boards of Trustees secure funds to replicate the Sandhills Community College model program. This will result in a "grow your own" minority recruitment program.
14. Recommend that the department develop and implement an awards program to recognize community colleges that have successful programs which promote diversity and cultural awareness.
15. Recommend that the State Board of Community Colleges develop and implement a program patterned after the Connecticut model whereby community colleges receive a \$2,000 incentive bonus for meeting or exceeding their hiring goals. Grant funds may be used by the colleges in a variety of ways, including increasing recruitment efforts, covering the costs of tuition and other expenses associated with course work leading to advanced degrees, and supporting attendance at seminars and workshops that contribute to professional development.
16. Recommend that the department develop a comprehensive system of faculty release time allowing part-time and full-time faculty members the opportunity to pursue advanced degrees.

Advertisement

17. Recommend that the department include funds at the state level to assist the colleges in advertising professional positions. Presently, the colleges act independently in advertising professional positions. Each college approaches advertisement and recruitment differently. With departmental assistance, uniform

procedures can be implemented for advertising key staff positions. In addition, the department's involvement in advertising and recruitment would assist the colleges in enhancing diversity. State-level assistance will supplement, but not replace, local advertisement and recruitment efforts.

Multicultural Affairs Director

18. Recommend that the department aggressively seek to fill the position of "Minority Affairs Director" and change the name to "Multicultural Affairs Director."

Implementation Monitoring and Evaluation

19. Recommend that the implementation of the recommendations in this report as they apply to the department be incorporated into the responsibilities of the Multicultural Affairs Director.
20. Recommend that the implementation of the recommendations in this report as they apply to the community colleges be the responsibility of the System President, Executive Vice President, and local college Presidents and Boards of Trustees.
21. Recommend that a committee of the State Board of Community Colleges be appointed to oversee the implementation of the recommendations contained in this report.
22. Recommend that an annual report be made to the State Board regarding implementation activities.
23. Recommend that the Methods of Administration findings, based on on-site reviews and desk analyses, be reported annually to the State Board of Community Colleges.
24. Recommend that the State Board of Community Colleges and the local Boards of Trustees adopt resolutions supporting the concept of diversity and supporting the recommendations contained in this report.
25. Recommend that the Manual for Trustees of the North Carolina Community College System be revised to include a section on enhancing diversity as part of "The Trustee's Work," (pp. 16-18).
26. Recommend that a revision be made to the section of the Manual for Trustees of the North Carolina Community College System concerning the annual evaluation of college Presidents. The President's

annual evaluation should include an assessment of efforts made by the President toward achieving and maintaining an environment conducive to cultural diversity. Local community college Presidents should be evaluated on their efforts and accomplishments toward achieving diversity on each campus.

ACKNOWLEDGEMENTS

The departmental staff members who prepared this report gratefully acknowledge the significant contributions made by many other individuals in our system in compiling the data for this report.

A very special thank you to the Trustees, Presidents, Deans of Instruction, Administration, Continuing Education and Student Development Services, Affirmative Action Officers, mid-level managers, and the special interest group from across the state that participated in the focus group discussions. Their ideas, thoughts and recommendations generated the fuel for this project.

A special thanks to Robert W. Scott, President of the North Carolina Community College System, Dr. Edward H. Wilson, Jr., Executive Vice President of the Department of Community Colleges, and the Vice Presidents at the department for allowing us the time and opportunity to pursue this endeavor to its fullest. A sincere thank you to Kathryn Baker Smith for her ideas, editing comments, and support for this project.

Dr. Sylvester McKay played a significant role in providing statistical data and interpretive analysis used in the report and assisting with editing. Nancy Bernstein's knowledge and expertise in the use of focus groups was invaluable to our mission.

We express appreciation to Glynda Lawrence, Bill Pursell and Morris Johnson for their efforts in reviewing, editing and, in general, providing encouragement and support for this project.

The efforts of Roscoe Hager and Allen McNeely in gathering various research documents, and of Tracy McPherson in final editing, are greatly appreciated.

Finally, a sincere appreciation is expressed to Bobbie Lancaster for providing the clerical support necessary to enable us to complete this report.

**Department of Community Colleges
Administrative Leadership Development
for Minorities and Women Departmental
Focus Group**

<i>Bob Allen</i>	<i>Glynda Lawrence</i>
<i>Nancy Bernstein</i>	<i>Helen Donnalley-Pearce</i>
<i>Dr. Major Boyd</i>	<i>Terry Shelwood</i>

*Stephanie Deese,
Project Coordinator*

**North Carolina Community College System
Comprehensive Plan for Administrative Leadership
Through Diversity Enhancement**

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
ACKNOWLEDGEMENTS	vii
INTRODUCTION	1
Purpose	
Mission	
Historical Perspective	
Current Status	
What the System Can Do	
RESEARCH REVIEW	15
Phase I	
Literature Review	15
Model Programs Review	17
Phase II	
Data Collection	18
Phase III	
Focus Groups	18
Phase IV	
Feedback	19
THE CHALLENGES OF DIVERSITY	20
Recommendations	24
PROFESSIONAL DEVELOPMENT STRATEGIES	24
Recommendations	25
RECRUITMENT/SEARCH COMMITTEES/RETENTION STRATEGIES	27
Recommendations	28
SYSTEMWIDE RECOMMENDATIONS	33
REFERENCES	38

Tables	LIST OF TABLES	Page
1.	Percentage of Minority Faculty and Administrators as Compared to Minority Enrollment Levels and Minorities in Service Area by Institution	9
2.	Percentage of Female Faculty and Administrators as Compared to Female Enrollment Levels by Institution	10

Figures	LIST OF FIGURES	Page
1.	Curriculum Enrollment by Race (1989-90)	5
2.	Curriculum Enrollment by Gender (1989-90)	6
3.	Percentage of Faculty Positions Held by Females and Minorities in North Carolina Community Colleges	7
4.	Percentage of Administrative Positions Held by Females and Minorities in North Carolina Community Colleges	8
5.	New Hirees (Including Promotions) in Administrative Positions in North Carolina Community Colleges	12
6.	Distribution of Administrative Positions by Race and Gender for the North Carolina Department of Community Colleges	13

INTRODUCTION

The leadership of any organization or institution says a great deal about the nature of that organization. In an educational institution, in particular, the inclusion of minorities and women among its leadership is an indicator that the organization values the participation of these groups and understands the significance of role models for student success (Smith, 1990a, p. 3).

Purpose of Study

Robert W. Scott, President of the North Carolina Community College System (NCCCS), identified to the State Board of Community Colleges his goals for 1990-1991. The goals included the development and implementation of a program aimed at significantly enhancing the leadership opportunities for African-Americans, Native Americans, Asians, Hispanics and other minorities and women to be seriously considered for executive and senior administrative positions within the North Carolina Community College System. (The department is considered a part of that system.) The objective of this initiative is to increase the number of minorities and women serving as Presidents of our colleges and other positions of leadership through the following actions:

- o establishing a task force of persons of varied ethnic and racial backgrounds, drawn from both inside and outside the system, to develop and recommend a plan to the System President;
- o seeking State Board reserve funds to support the project;
- o providing staff support for the task force from departmental personnel; and
- o presenting an action plan for approval by the State Board.

Mission Statement

The minority initiative project has been renamed "The Administrative Leadership Development for Minorities and Women Project." Its purpose is to develop specific recommendations and an action plan to promote minorities and women, and to establish a recruitment program for senior-level staff positions in the administrative track of the Department of Community Colleges and the local colleges in the system.

The project will focus on successful recruitment and advancement mechanisms for minorities and women, and

will provide opportunities for these groups to fully utilize their interests and abilities, to participate in professional development experiences, and to develop new skills in the preparation for leadership positions. Furthermore, this project will enhance the awareness of Presidents and local Boards of Trustees of the need to recruit and promote minorities and women.

System Challenges

Over the last 25 years, education in America has undergone some drastic and significant changes. These changes have had a direct impact on community colleges and technical/vocational education. Research indicates that these changes will continue to have an impact well into the 1990's.

Some of the changes that have and will continue to take place are an added emphasis on values, an advanced technological know-how, a keen political awareness and changing demographics of student populations. Community college student populations are more likely than their counterparts in four-year colleges and universities to be female, older than traditional college age, and members of minority groups.

The stakes are especially high for community colleges since they have been the avenue of access to higher education for so many students. Critics contend that community colleges have only provided a "revolving door" for such students and have provided few benefits to the students (Brint & Karabel, 1989, pp. 128-131). If this criticism is to be proven inaccurate, community colleges must undertake a special mission to help minority students set high goals and succeed. Developing leadership among minorities and women is an important step toward achieving this special mission.

Although numerous reports have been written on the quality of education for minorities, few have focused on leadership development for minorities and women. As one reads this report, it will be noted that repetition of ideas, statements and/or action plans appears throughout. This duplication occurs by design because the issues addressed in this report are interrelated. Also, it should be acknowledged that leadership

development for minorities and women is but one small piece in the overall puzzle. Strategies to increase the recruitment and retention of minority and women administrators and faculty clearly need to be tied to efforts to enhance their professional growth and development opportunities. In addition, efforts need to be made to recruit and support a larger number of minority graduate students in four-year institutions who may eventually become community college leaders.

Each section of the report has a direct relationship to the other sections and, in fact, build upon each other. In order to develop opportunities to enhance administrative leadership for minorities and women, all components of this report must be linked in a comprehensive strategy.

Historical Perspective

For almost 16 years (1972-1988), the North Carolina Community College System was subject to a federal government mandate to further desegregate its student enrollment, faculty/staff composition and institutional governing boards. For the first seven years, the NCCCS was part of a joint desegregation plan with The University of North Carolina. In 1977, the NCCCS submitted a separate plan for the system that was subsequently accepted by the federal Office for Civil Rights (OCR).

From 1978-1983, the department met with the 58 colleges in the system to discuss the need to increase African-American participation at the local colleges. Workshops were presented on African-American student recruitment and African-American faculty and staff employment. An evaluation made by OCR in 1983 of the results of these efforts indicated that efforts were not producing planned results. As a result, an amendment to the plan was negotiated with OCR. That amendment included commitments to the following: (1) developing and implementing institutional student recruitment and employment plans; (2) developing a manual for the recruitment of African-American students; (3) maintaining a 20% African-American student ratio in college transfer programs; (4) promoting additional transfer agreements with four-year institutions; (5) obtaining institutional sign-offs to assure that certain commitments made by the State Board of Community Colleges would be implemented; (6)

monitoring hiring procedures; (7) setting employment goals; and (8) conducting federal compliance institutes. From 1983-1987, the NCCCS implemented this special activities plan to increase African-American participation in the system. These activities characterized the major focus used to fulfill the desegregation commitments.

In 1988, the NCCCS received a letter from the OCR indicating that the system had substantially complied with the terms of the plan. The State Board responded to this announcement by saying that North Carolina, along with other states, would continue efforts to increase African-American participation in the system.

A review of the results of the activities engaged in during 1978-1988 indicated that there were increases in African-American professional employment and participation on institutional governing boards. A closer look at the historical data revealed specific, attainable systemwide goals which were translated into goals for the individual colleges.

Therefore, the efforts made by the State Board of Community Colleges and the local colleges to comply with the plan resulted in increased African-American participation systemwide (Johnson, 1989).

In 1987, the State Board of Community Colleges incorporated the goals of the desegregation plan and expanded the systemwide goals to include a standard for the hiring of females. These goals were to employ African-Americans and females at the same percentages as they existed in the relevant labor market area, or at the rate in which they graduated from North Carolina universities with the appropriate credentials. The goals were 10.5% for the hiring of African-Americans and 61% (+/-20%) for the hiring of females. The specific categories included African-American and female professionals in Executive/Administrative, Faculty and non-teaching professional positions. Both of these percentages were determined based on the number of African-Americans and females graduating with master's degrees in the North Carolina university system during 1982.

Current Status

The following figures and tables depict the student body, faculty and administrators of the community college system in North Carolina. This section describes the current status of the system and includes college enrollment patterns, the percentages of minority and female faculty and administrators, and the percentage of minorities in each college's service area.

Figure 1 identifies curriculum enrollment (unduplicated headcount) by race for the academic year 1989-90. Eighteen percent (18%) of the student body was African-American, with other minorities comprising 3% of the total student enrollment. For comparison, minorities account for approximately 24% of the total population in North Carolina.

Curriculum Enrollment by Race 1989-90

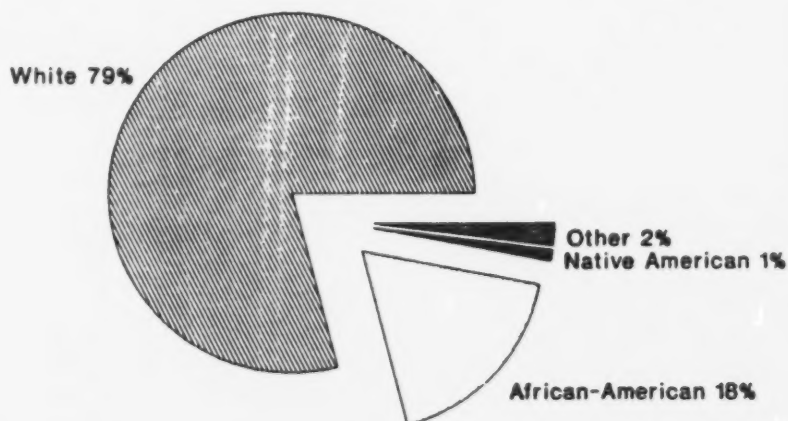


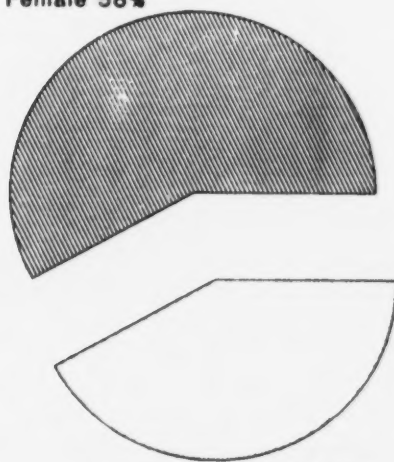
Figure 1

Source: North Carolina Department of
Community Colleges, Information Services

Data presented in *Figure 2* indicate that female students comprised 58% of the student population enrolled in curriculum programs. Currently, females represent approximately 51% of the population in North Carolina.

Curriculum Enrollment by Gender 1989-90

Female 58%



Male 42%

Figure 2

Source: North Carolina Department of
Community Colleges, Information Services

The data in *Figure 3* show that in 1990 females occupied 47% of the faculty positions, and minorities occupied 10% of the faculty positions. During a six-year period, faculty positions held by females increased from 1,473 (43%) to 1,780 (47%). This represents a 17% increase in the number of faculty positions held by females and a 4% gain in the overall percentage.

The number of faculty positions held by minorities increased from 311 (9%) to 385 (10%). Although the number of minority faculty members increased by 19%, the actual percentage gain relative to the increased number of faculty positions during the same time period was slightly more than 1%. Systemwide, the number of full-time faculty positions increased by 10% between 1985-1990.

Percentage of Faculty Positions Held by Females and Minorities in North Carolina Community Colleges

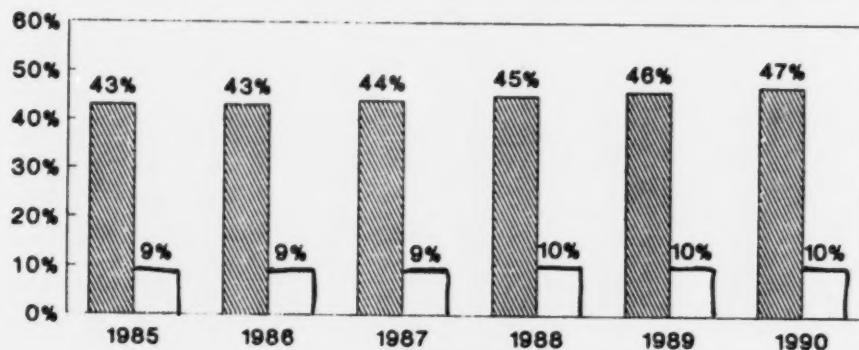


Figure 3

▨ Females □ Minorities

Source: North Carolina Department of
Community Colleges, Information Services

Data summarized in *Figure 4* indicate in 1990 that minorities held 11% of the administrative positions while females held 29% of the same positions. During a six-year period (1985-1990), the overall percentage of administrative positions held by minorities increased approximately 1%. The percentage peaked at 12% in 1987-88; however, the percentage decreased in 1989-90.

In 1985, only 71 of 659 (10%) administrators were minority. By October of 1990, only 66 of 585 (11%) administrative positions were held by minorities.

In 1985, 154 of 659 (23%) administrators were females. By October of 1990, 170 of 585 (29%) administrative positions were held by females. The number of females in administrative positions has increased even though the total number of administrative positions has overall declined.

In 1990, however, 58% of curriculum students were female, while females held 29% of the administrative positions and 47% of the faculty positions. On the other hand, minority curriculum students represented 21% of the student population, while minorities held 11% of the administrative positions and 10% of the faculty positions.

Percentage of Administrative Positions Held by Females and Minorities in North Carolina Community Colleges

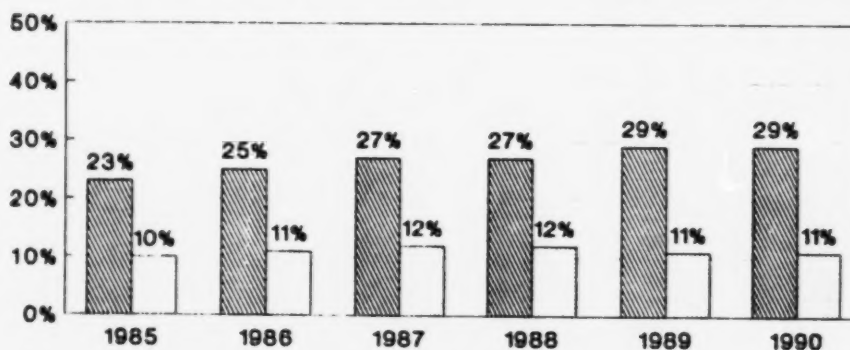


Figure 4

▨ Females □ Minorities

Source: North Carolina Department of Community Colleges, Information Services

Table 1

Percentage of Minority Faculty and Administrators as Compared
to Minority Enrollment Levels and Minorities in Service Area By
Institution

Institution	% Minority Enrollment	% Minority in Service Area	% Minority Faculty	% Minority Administrators
Alamance CC	16.74	20.8	13.89	0.00
Anson CC	25.96	22.7	9.52	16.67
Asheville-Buncombe TCC	7.17	8.4	3.57	0.00
Beaufort Co CC	24.00	33.2	5.13	14.29
Bladen CC	33.00	39.4	13.64	22.22
Blue Ridge CC	5.21	4.1	2.50	0.00
Brunswick CC	15.59	19.1	12.50	0.00
Caldwell CC&TI	4.62	4.1	4.67	0.00
Cape Fear CC	14.63	23.6	7.14	9.09
Carteret CC	11.38	9.0	2.44	12.50
Catawba Valley CC	7.42	9.2	7.89	0.00
Central Carolina CC	22.34	22.5	9.35	11.11
Central Piedmont CC	20.04	30.3	12.29	20.00
Cleveland CC	18.41	20.7	13.95	21.43
Coastal Carolina CC	22.98	26.6	3.77	0.00
College of Albemarle	17.86	27.6	4.44	7.14
Craven CC	22.27	29.5	3.77	18.75
Davidson Co CC	8.76	10.1	1.61	0.00
Durham TCC	38.09	32.9	25.00	33.33
Edgecombe CC	48.79	53.1	20.34	22.22
Fayetteville TCC	32.42	41.0	15.03	16.00
Forsyth TCC	21.07	24.0	10.00	12.50
Gaston College	10.52	11.8	9.28	20.00
Guilford TCC	20.43	28.5	13.79	9.09
Halifax CC	38.78	54.4	21.74	20.00
Haywood CC	1.28	2.0	0.00	0.00
Isothermal CC	10.37	12.1	2.00	0.00
James Sprunt CC	34.37	33.5	12.82	18.18
Johnston CC	18.71	18.3	14.85	0.00
Lenoir CC	30.31	39.9	9.88	11.11
Martin CC	32.63	51.2	10.34	20.00
Mayland CC	6.02	1.2	3.57	0.00
McDowell TCC	5.61	4.3	0.00	10.00
Mitchell CC	11.75	17.4	8.70	25.00
Montgomery CC	27.14	24.1	11.11	12.5
Nash CC	22.99	30.4	16.28	28.57
Pamlico CC	22.09	29.3	10.00	0.00
Piedmont CC	41.16	33.7	16.33	33.33
Pitt CC	23.61	34.2	10.48	17.56
Randolph CC	16.19	6.1	2.13	0.00
Richmond CC	32.89	33.7	16.22	8.33
Roanoke-Chowan CC	52.66	58.9	14.81	40.00
Robeson CC	56.59	62.3	32.69	33.33
Rockingham CC	16.08	20.3	9.80	0.00
Rowan-Cabarrus CC	13.36	14.3	12.90	0.00
Sampson CC	27.26	34.2	17.07	0.00
Sandhills CC	18.34	30.3	11.30	20.00
Southeastern CC	25.78	32.3	7.69	0.00
Southwestern CC	11.16	10.3	4.65	0.00
Stanly CC	13.96	14.3	4.88	0.00
Surry CC	6.60	5.0	1.52	0.00
Tri-County CC	2.68	3.5	0.00	0.00
Vance-Granville CC	39.88	44.8	13.43	22.22
Wake TCC	21.76	22.4	7.88	14.29
Wayne CC	24.36	33.0	9.52	10.00
Western Piedmont CC	7.60	7.4	8.33	6.67
Wilkes CC	6.29	3.4	4.76	0.00
Wilson TCC	26.97	35.6	7.89	7.69
Total	20.43	24.45	10.23	11.20

SOURCES:

Staff Information Data Report, 1990, N.C. Department of Community Colleges

1989-90 Annual Statistical Report, N.C. Department of Community Colleges

1990 North Carolina Population Projections, N.C. Office of State Budget and Management

Table 2

**Percentage of Female Faculty and Administrators
as Compared to Female Enrollment Levels By Institution***

Institution	% Female Enrollment	% Female Faculty	% Female Administrators
Alamance CC	60.71	40.28	45.45
Anson CC	59.73	33.33	50.00
Asheville-Buncombe TCC	56.43	39.29	38.46
Beaufort Co CC	56.95	48.72	28.57
Bladen CC	50.85	54.55	0.00
Blue Ridge CC	60.60	37.50	0.00
Brunswick CC	65.44	54.17	50.00
Caldwell CC&TI	62.56	53.97	50.00
Cape Fear CC	55.46	31.43	0.00
Carteret CC	59.71	58.54	25.00
Catawba Valley CC	55.59	39.47	22.22
Central Carolina CC	52.24	44.86	11.11
Central Piedmont CC	56.23	42.37	40.00
Cleveland CC	53.66	41.86	35.71
Coastal Carolina CC	53.71	48.11	22.22
College of Albemarle	66.23	42.22	28.57
Craven CC	52.39	45.28	43.75
Davidson Co CC	55.92	38.71	14.29
Durham TCC	60.88	51.09	44.44
Edgecombe CC	72.78	71.19	11.11
Fayetteville TCC	55.25	47.15	20.00
Forsyth TCC	64.34	50.83	31.25
Gaston College	57.48	39.18	30.00
Guilford TCC	53.05	46.55	27.27
Halifax CC	65.76	52.17	20.00
Haywood CC	54.69	30.00	0.00
Isothermal CC	58.92	40.00	45.45
James Sprunt CC	59.22	51.28	54.55
Johnston CC	54.86	46.53	14.29
Lenoir CC	58.27	49.38	33.33
Martin CC	65.44	35.71	54.54
Mayland CC	47.20	38.46	76.92
McDowell TCC	62.31	36.36	22.22
Mitchell CC	60.87	43.48	37.50
Montgomery CC	37.27	33.33	25.00
Nash CC	60.04	60.47	42.86
Pamlico CC	76.25	40.00	33.33
Piedmont CC	49.91	42.86	33.33
Pitt CC	59.40	59.05	29.41
Randolph CC	61.69	40.43	14.29
Richmond CC	61.46	40.54	41.67
Roanoke-Chowan CC	67.28	74.07	30.00
Robeson CC	69.74	65.38	0.00
Rockingham CC	62.27	47.07	11.11
Rowan-Cabarrus CC	62.32	54.84	18.18
Sampson CC	67.03	68.29	16.67
Sandhills CC	60.08	43.48	40.00
Southeastern CC	67.64	59.62	45.45
Southwestern CC	65.30	60.47	16.67
Stanly CC	62.66	58.54	58.33
Surry CC	59.85	36.36	9.09
Tri-County CC	64.24	43.48	0.00
Vance-Granville CC	60.02	56.72	11.11
Wake TCC	55.24	51.52	14.29
Wayne CC	59.17	56.43	40.00
Western Piedmont CC	55.28	48.33	20.00
Wilkes CC	62.66	49.21	22.22
Wilson TCC	58.74	47.37	30.77
Total	58.22	47.35	29.18

SOURCES:

Staff Information Data Report, 1990, N.C. Department of Community Colleges
 1989-90 Annual Statistical Report, N.C. Department of Community Colleges
 1990 North Carolina Population Projections, N.C. Office of State Budget and Management,

*Based on the percentage of females in the population of the State of North Carolina, a standard of 51% was used as the percentage of females in each college's service area

Hiring Trends ... Colleges

An analysis of the colleges' hiring trends reveals that for 1990, 17 colleges (29%) have met their goals in hiring African-Americans in all three of the professional categories (administrators, faculty, and non-teaching professionals). Nineteen colleges (33%) have met their hiring goals for two of the three categories for African-Americans. Twelve colleges (21%) have met their hiring goals for one of the three categories, and 10 colleges (17%) have not met any of the goals for the hiring of African-Americans in any of the three professional categories. (Reference: N.C. Department of Community Colleges Technical Document for The Dawning of a New Century, Appendix C, p. 67).

Further analysis reveals that for 1990, 16 colleges (28%) have met their goals in hiring females in all three professional categories. Thirty-four colleges (59%) have met their hiring goals for at least two of the three female professional categories, and 8 colleges (14%) have met at least one of the three categories for the hiring of female professionals. (Reference: N.C. Department of Community Colleges Technical Document for The Dawning of a New Century, Appendix C, p. 69).

In 1990, 29% of the community colleges' executive/administrative staff members were females. In comparison to 1980 (a ten-year span), female administrators increased by 9%, from 20% to 29%. In 1990, females held 47% of faculty positions, which is an increase of 5% from 1980, up from 42% to 47% (Reference *Figure 3,4*).

In the executive/administrative positions in 1990, 11% of the positions were held by minorities. In comparison to 1980, the percent remains relatively the same; however, there was a slight increase during 1987 and 1988. In 1990, minorities held 10% of faculty positions with a slight increase of less than 2% since 1980 (Reference *Figure 3,4*).

Therefore, in a ten-year span (1980-1990) female administrators increased by 9% and female faculty increased by 4%. Meanwhile, the percentage of minority administrators and faculty did not show any significant increases.

Some critics may argue that these statistics are not alarming and simply reflect the prevailing labor force. However, when one considers the projected makeup of the labor force by the Year 2000, the faculty and administrative leadership of the colleges must become more reflective of the populations they serve. This reflection will also serve to enhance the awareness of and appreciation for the diversity that is naturally a part of the system, and of the population of North Carolina.

A look at *Figure 5* reveals that from 1985-1990, 60% (159 positions) of the new administrative hirees at the colleges were white males and 30% (79 positions) were white females. Only 6% (15 positions) of new hirees during this time period were African-American males and only 4% (9 positions) were African-American females. Two percent (5 positions) of the positions were filled with Native American males. As the figure reflects, the employment of African-American males and females from 1985-1990 has remained low.

New Hirees (Including Promotions) in Administrative Positions in North Carolina Community Colleges

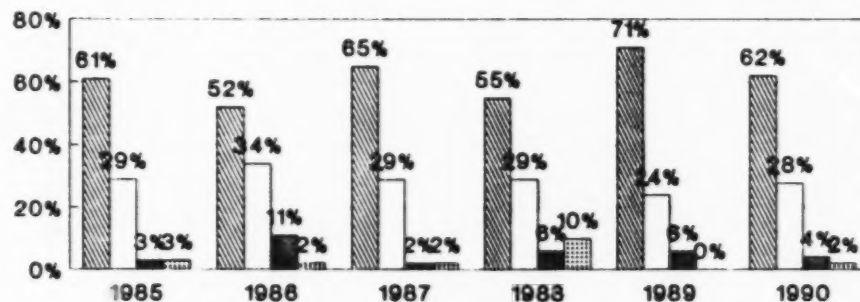


Figure 5

[Hatched Bar] White Male
 [White Bar] White Female
 [Solid Black Bar] Afr-Amer. Male
 [Grid Bar] Afr-Amer. Female

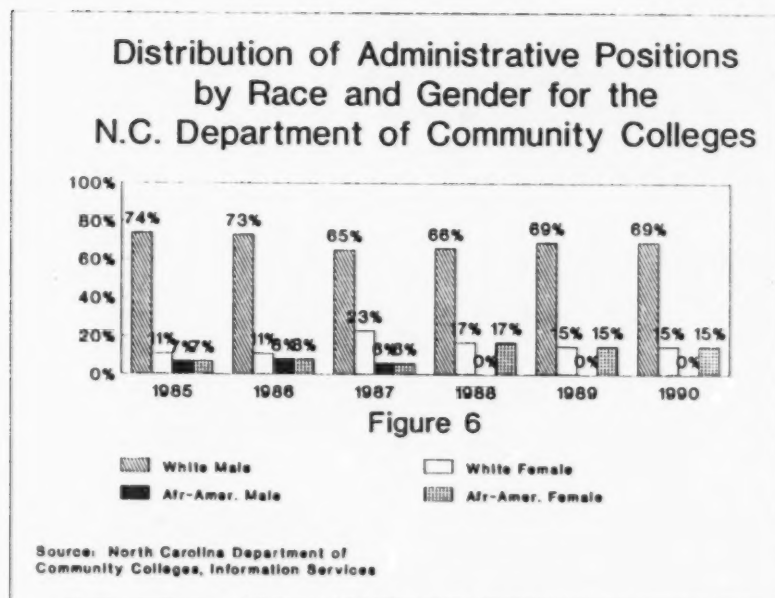
Source: North Carolina Department of
Community Colleges, Information Services

(Note: The percentages for other minorities were so small that the Other Minority category is not included on *Figure 5*.)

Hiring Trends ... Department

Figure 6 identifies the distribution of administrative positions at the department during 1985-1990. During this time period, the number of administrative positions declined from 27 to 13. The percentage of white males declined slightly, from 74% (20) in 1985, to 69% (9) in 1990. The percentage of white females increased from 11% (3) in 1985 to 15% (2) in 1990; however, the actual number decreased by one position. The percentage of African-American female administrators increased from 7% (2) to 15% (2), but the actual number remained the same.

(Note: For the purposes of this section, administrative positions are those positions that are classified as such in the Standard Occupational Categories used by the federal Equal Employment Opportunities Commission.)



The percentage of African-American males in administrative positions in 1985 was 7% and in 1990 the percentage had decreased to 0%. Presently there are no African-American males in administrative positions at the department.

For the most part the changing percentages reflect the fluctuating numbers of administrative positions within the agency and alterations in the classifications of specific positions.

What Can the System Do?

Since the state's economic prosperity increasingly depends on the quality of its labor force, it is becoming more important that larger numbers of North Carolina citizens progress through the educational system to the completion of higher educational levels. Also, the state, like the rest of the nation, will become more dependent upon minorities and women as their proportionate share of the workforce increases. Therefore, it is urgent that more minority and women students be attracted to postsecondary education and encouraged to complete their programs of study. Business and legislative leaders have recognized this trend (Commission on the Future of the North Carolina Community College System, 1989; Smith, 1990a).

North Carolina's minority students are likely to be underrepresented in higher education if their current college entrance rate is not increased. The community college system offers affordable and convenient access as a step toward the attainment of postsecondary education and training.

Thus, community colleges can play a vital role in increasing the number of minority students who enter North Carolina's postsecondary systems.

One of the factors repeatedly identified as a cause of low African-American, Hispanic and Native American enrollments in higher education (as evidenced by the statistical analysis presented earlier) is the lack of minority faculty and administrators who might serve as role models, counselors, mentors and shapers of a more relevant and inclusive curriculum for these students (Astin, Astin, Green, Kent, McNamara & Williams, 1982; Lyons, 1990). In turn, the lack of minorities with advanced degrees is often cited as a reason why institutions of higher education do not have minority faculty and administrators (Gavin, 1989; Mooney, 1989).

The reasons are many and complex. However, to break a cycle it is necessary to attack it from several points simultaneously. It is not enough to focus on recruiting minority students into college programs, while failing to address their economic and educational preparation and their chances for success once they arrive on campus. An overall institutional commitment to diversity and an environment conducive to this diversity will allow for growth in minority

recruitment, as well as an increase in minority and female faculty and administrators. Hence, an overall institutional plan is an essential factor in establishing a supportive campus environment which will allow for cultural diversity (Smith, 1990a).

RESEARCH REVIEW

A review of relevant literature regarding leadership development opportunities for minorities and women was conducted. This report reflects input from experts in cultural diversity and leadership development, reviews of various leadership program models that have been effectively implemented in other states, and current statistical data on employment patterns and trends for minorities and women in the North Carolina system. The valuable opinions and offerings generated by focus groups representing individuals in current leadership roles in the community colleges provided a database from which the recommendations in this report were generated.

The methodology used was a four-phase process. Phase I explored the relevant literature and model programs; Phase II consisted of data collection and analysis; Phase III included discussions with focus groups representing current leadership throughout the North Carolina system; and Phase IV involved soliciting feedback from departmental staff, focus group members and Presidents, and a discussion with the Executive Committee of the North Carolina Association for Community College Presidents concerning the initial draft of this report.

Phase I Literature Review

The purpose of the literature review was to ascertain the status of minority and women's administrative employment within community colleges on a national level, and to review model leadership programs that have been implemented in other states. A specific listing of literature reviewed may be found in the reference section at the end of this report.

As evidenced by the literature review, minorities and women are underrepresented in the hierarchy of community colleges. This is true not only in North Carolina, but on a national level as well.

In a study, Today's Academic Leaders in Community and Junior Colleges (Moore, 1985), it was found that among community and junior colleges, 91% of the administrators were white, 6% were African-American, 2% were Hispanic, and 1% were other. This clearly shows that minority administrators are underrepresented in community college administration. Moore points out that while studies on women in two-year community college administrative positions are scarce, there are even fewer studies concerning minority two-year college administrators.

Although community colleges have large percentages of minority students, the percentages are not reflected in the faculties or administrative staffs. A predominant reason given for low employment of minority and women administrators in community college systems is the lack of effective role models and mentors who can help guide, nurture and groom minorities and women for administrative positions.

Progress has been made to a certain point, but "glass ceilings" or artificial barriers continue to emerge and impede progress. Several factors are cited as to the cause of the lack of minority and women administrators in community colleges. One factor repeatedly identified is the fact that minorities and females are not perceived to be on the right career track to secure top leadership positions. Most minorities and females in community colleges are employed in supportive or non-leadership track roles. Their numbers can often be counted among Deans of Continuing Education, Learning Resource Directors, Deans of Student Development, Deans of Evening Curriculum Programs, and Affirmative Action and Personnel Officers. While these positions may include or lead to senior status, they are not usually considered the "inner circle" or "intermanagement" positions, but ancillary support positions (Vaughan, 1990).

Much of the literature review indicates that many model programs address the need for minority educators, but they do not address the problem of too few minorities in leadership positions. Literature indicates that in most existing programs an emphasis is placed on the recruitment and retention of minority faculty.

During the course of the literature review, there were several outstanding documents which provided valuable assistance in preparing this report.

The American Council on Education's Minorities on Campus: A Handbook for Enhancing Diversity, (Green, 1989) was an excellent resource tool in developing a strategic plan for North Carolina. The handbook provides practical information and suggestions to assist colleges in taking action toward diversity.

The Key Issues in Minority Education, (Ward & Cross, 1989) was an excellent resource tool. This document restates the legal obligations of colleges in securing access for minority students in higher education. The book also describes access and retention procedures for minority faculty and staff, outlines issues and strategies for the retention of minority faculty and staff, and discusses general and specific recommendations on access and retention.

The Dry Pipeline, by Dorothy Linthicum (1989), published in association with the National Council of State Directors of Community and Junior Colleges, focuses on increasing the flow of minority faculty and lists many strategies and model programs. The document summarizes innovative ideas and programs used by colleges and states across the nation to increase the number of minorities entering the pipeline for future administrative and faculty positions.

Another important research tool used was the Search Committee Handbook: A Guide to Recruiting Administrators, (Marchese, 1989). This handbook gives solid information and guidance about the search process.

Phase I Model Programs

The second part of the literature analysis consisted of reviewing effective model programs, locally and nationally, which will enhance leadership opportunities. Summarized in the N.C. Department of Community Colleges Technical Document for The Dawning of a New Century, pp. 17-24 are programs currently in place throughout the United States which prepare minorities and women for senior-level administrative positions. Many of these programs can and should be used as models for replication in North Carolina.

Phase II Data Collection

The second phase of the research review was the gathering of relevant data and an analysis of the data collected. The database used for this project was primarily the department's management information system data for 1985-1990, along with The University of North Carolina Statistical Abstract on Higher Education in North Carolina. Another valuable information source was the 1990 population projections issued by the State Office of Budget and Management.

Phase III Focus Groups

Focus groups were used in phase three of the research. The focus groups were used to incorporate concerns, ideas, thoughts and suggestions from a variety of individuals representing current leadership in the community colleges and/or having particular interest in the community college system.

The nine focus groups were designed to be homogeneous by position in that individuals were invited to serve on focus groups with other individuals of similar responsibilities in the system.

The first focus group formed was the state office intradepartmental focus group. Each Vice President in the Department of Community Colleges recommended staff members to serve on the internal group. The System President then selected the internal departmental focus group. The members of this group were instrumental in determining how the additional eight focus groups would be formed and recommended individuals from the colleges throughout the system to serve on these varied groups.

The internal group was assigned the full responsibility of developing and implementing the project -- scheduling focus group sessions, developing the questions to be posed to each group, individually writing sections of this report and, finally, formulating and producing a report. (Refer to: N.C. Department of Community Colleges Technical Document for The Dawning of a New Century, Appendix E, p. 74)

Following is a list of the focus groups used:

- o Presidents
- o Trustees
- o Deans of Instruction and Administration
- o Deans of Continuing Education
- o Deans of Student Development Services
- o Mid-Level Management Group*
- o Affirmative Action Officers
- o Special Interest Group**
- o DCC Focus Group

*Mid-Level Management Group members were individuals who report to senior administrators at local community colleges.

**Special Interest Group members were individuals not specifically related to the community college system.

A total of 57 individuals representing 41 colleges were involved in this process. An additional 10 individuals having particular interest in community colleges participated in the Special Interest Group. (Refer to: N.C. Department of Community Colleges Technical Document for The Dawning of a New Century, Appendix D, p.71 for a list of focus group members.)

Section Topics

Focus group members were specifically asked to make recommendations on how barriers to the advancement of women and minorities could be removed and to focus on steps the system could implement to overcome the perceived barriers.

Phase IV Feedback

A draft report was developed based on the results of the research review, the data collection, and the focus group responses. The System President submitted this draft report to each President in the system, each focus group member, and selected departmental staff for their review and comments. In addition, the System President met with the Executive Committee of the North Carolina Association for Community College Presidents for specific comments concerning the draft report. The following report contains the revised recommendations. The recommendations have been categorized into four main topical areas:

- o The Challenges of Diversity;
- o Professional Development Strategies;
- o Recruitment/Search Committees/Retention; and
- o Systemwide Recommendations.

Each topical area will include a brief discussion followed by related recommendations.

THE CHALLENGES OF DIVERSITY

Minorities and women aspiring to administrative positions in higher education have encountered obstacles which began in early schooling and continue on the job. For example, Astin, et al. (1981) cited the following special problems faced by minority administrators:

Among the most serious ... problems are the lack of institutional commitment to minorities, difficulty in gaining the acceptance and respect of their colleagues, institutional ethnocentrism that ignores the perspectives and values of other cultures and being stereotyped and exploited as 'minority experts' in ways that limited opportunities for professional development. (p. 184)

Leadership development for minorities and women can be accomplished with positive outcomes only if there is a recognition by senior management/leaders of the value of the diversity that naturally exists in this system. This accomplishment will necessitate a true cultural change, not one that merely reflects the uniqueness of various cultures, but one where the reality of differences is recognized, appreciated and valued.

This system boasts of being a community college system that has an "open door" policy. However, it appears that the "open door" policy has not been used in the employment of administrators of individual colleges. That is to say, the doors have not been held open wide enough and long enough to allow sufficient numbers of minorities and women access to senior-level management positions.

The prediction is that minority and female college enrollment will increase in the 90's and beyond; at the same time, the sensitivity of programs, faculty, administrators and staff to cultural differences will need enhancing. Activities will need to be varied and more reflective of the students' needs, interests, abilities and cultures. If a meaningful difference is to be made in this system, it is going to take a tremendous effort on the part of the State Board of

Community Colleges, the Department of Community Colleges, and each local Board of Trustees and community college President.

Astin, et al. (1982) observed:

Actions do indeed speak louder than words, no amount of rhetorical commitment to the principles of equal opportunity, affirmative action and pluralism can compensate for or justify the current degree of minority underrepresentation among faculty, administrators, staff and students in higher education. (p. 204)

The focus groups emphasized the necessity for the system's management, both at the state level and at the local colleges, to be more reflective of those who access the system. That is to say, the colleges whose administrations more closely reflect the demographic composition of those individuals the system serves will demonstrate long-term success because of the sense of value and appreciation for the varied cultures of our students.

If the system is to respond to the needs of the future workforce, a "cultural adjustment" is required. Forty-seven percent (47%) of the workforce in the Year 2000 will be female, while minorities and immigrants will hold 26 percent of all jobs, up from 22 percent in 1990. White males are expected to account for only 32 percent of the entering workforce in the Year 2000. Therefore, it can be assumed that the demographics of our student populations will reflect many of these same trends.

It is one thing to recognize that the composition of the workforce of this system is different from that of just a few years ago and will continue to be different; but, it is quite another to know how to manage this diverse culture. The focus groups offered insightful comments on how the system might address this diversity and take advantage of the opportunity to become a system whose administrative structure truly reflects the composition of those it serves, as well as the workforce of this state.

If the system is to take a proactive approach to managing diversity and thus enhancing opportunities for minorities and women to rise to senior-level administrative positions, the time to begin is now. A comprehensive set of strategies sustained by a commitment of the leadership to coalesce around these strategies is the first step in enhancing diversity.

Comprehensive Approach

The institutions that have been successful in improving minority participation have at least one important characteristic in common: they have developed a comprehensive and institution-wide commitment to enhancing diversity and have provided vigorous leadership from the Presidents and the Trustees. This approach will produce qualitatively different results than sporadic and piecemeal efforts. The result should be a system of cultural collaboration, not one of compromise.

As Green (1989) points out in the Minorities on Campus Handbook (pp. 7-11), the development of a comprehensive approach requires institution-wide planning and coordination. Improving the participation of minorities and women becomes a goal for all departments, a factor in the strategic planning process, and a criterion for evaluation of all units. The comprehensive strategies identified by Green are described below:

Components of a Comprehensive Approach

- o *Broad institutional involvement through designation of multicultural work teams:*

Increasing minority and female participation will require active involvement of many individuals. As many members of the community as possible, whether campus or department, must be actively involved. This broad-based group should develop an institution-wide agenda. This group should have the full and ongoing support of the President and Board of Trustees, and of the State Board of Community Community Colleges, as appropriate.

- o *Overall administrative responsibility for diversity assigned to a multicultural work team, with a designated leader:*

While minority participation must be on everyone's agenda, leadership and oversight must reside with individuals who have the respect, clout and resources to make things happen. Decentralization of recruiting, hiring, and other initiatives associated with increasing and improving

participation can result in a fragmentation of efforts. Fragmentation will be less likely if responsible individuals function as a multicultural team. This team will identify issues of concern, analyze the issues and the surrounding environment, develop a plan to improve a process or situation, implement such actions as provided for in the plan, and continuously evaluate the process.

o ***Taking stock of where the colleges are and where the colleges would like to be:***

An institutional self-assessment is the first step in improving minority participation. The work teams can begin by gathering data on minority and female faculty and administrators and tracing a historical picture of employment trends unique to their college. Self-assessment results will indicate what other data are needed to recognize the gains that have been made and which areas need to be targeted for improvement.

o ***Development of a comprehensive institutional diversity plan:***

This plan would serve as a blueprint for action. Recognizing that every plan will be different, the following basic elements should be included:

- Leadership statement;
- Hiring goals through the Year 2002;
- Timeframes and Schedules; and
- Procedures for monitoring, accountability and evaluation.

Other recommendations contained in this report should be incorporated into each plan, as appropriate. This plan will become a part of the Institutional Effectiveness Plans that colleges currently develop as part of their institutional planning and institutional effectiveness process.

Challenges of Diversity

Recommendation 1: Recommend that each college include as part of its Institutional Effectiveness Plan a section on Institutional Diversity. This Institutional Diversity Plan should incorporate the following components: leadership statement; hiring goals through the Year 2002; timeframes and schedules; and procedures for monitoring, accountability and evaluation.

Suggested Strategies

- a. Colleges could establish a multicultural team. This team could review campus activities and make recommendations to the President regarding the need for cultural awareness activities, leadership training opportunities and staff development programs.
- b. Colleges could use the multicultural teams as an integral partner in the development, implementation and monitoring of the Institutional Diversity Plans.

PROFESSIONAL DEVELOPMENT STRATEGIES

The North Carolina Community College System will not attract a significant number of minorities and women unless it is perceived by these potential professionals that there exists an opportunity for sustained career growth and success. Throughout the varied responses, focus group members and the officers of the Presidents' Association agreed that the system must be a pacesetter in initiating specific leadership training directed toward minorities and women. Also, it was recognized that many senior administrators could benefit from specific training on understanding and becoming sensitive to cultural differences and becoming effective mentors for future leaders of the system. These training needs should be addressed through a systemwide approach in order for community colleges to bring about changes in existing operations.

The fundamental importance of restructuring the campus environment is that it will enable the colleges to foster staff development, networking and mentoring programs which will allow for cultural diversity and/or pluralism to move beyond traditional limits.

Development and provision of professional development programs and activities as a vehicle for effectively preparing minorities and women for senior-level leadership positions was strongly recommended by focus group members.

In addition, the focus groups identified mentoring as a key success mechanism which can be used as an effective retention and professional development tool for administrators, faculty and students.

At the beginning of a professional career path, it is essential that the new or prospective employee become familiar with the system, its policies and practices, its hierarchical structure, and its goals and objectives, and also make appropriate contacts. This is especially true for minorities and women since traditionally these groups have been excluded from the network.

Establishing and maintaining a close professional relationship with a seasoned or veteran professional in the system can be a tremendous asset to a newcomer. This veteran professional takes on the role of mentor and helps to bridge the transition from direct dependence on others to self-sufficiency and interdependence. This relationship can be established when the persons involved recognize their mutually shared values, objectives, aspirations and expectations of performance levels. By the mere nature of the mentor relationship, both parties profit. The mentee gains personal maturity, an advanced knowledge of the profession, and recognition as a leader which increases his/her competency level. For the mentor, it is a sign of having reached the self-actualizing stage of his/her profession.

Professional Development

Recommendation 2: Recommend that the State Board of Community Colleges provide funds for the expansion of the existing Executive Management Leadership Institute to increase the number of enrollees to a maximum of 50 individuals per year and to encourage Presidents to nominate more minorities and females.

In addition, the State Board of Community Colleges should encourage and support the continuation and expansion of the leadership training programs offered by the North Carolina affiliates of the American Association of Women in Community and Junior Colleges and the Council on Black American Affairs.

Recommendation 3: Recommend that the department, in conjunction with the North Carolina Association for Community College Presidents, initiate six (6) regional seminars on "understanding cultural diversity" for all senior-level administrators in the system during 1992. The content of these seminars should become part of the orientation for new senior-level administrators beginning in 1993.

Suggested Strategies

- a. The seminars could be contracted by organizations that provide sensitivity and diversity training and could be facilitated through the department's staff development unit.
- b. Colleges could send all senior-level administrators, along with the multicultural teams, to participate in these sessions.

Recommendation 4: Recommend that the department, in conjunction with the North Carolina Association for Community College Trustees, develop vigorous leadership training including cultural diversity sessions for local college Boards of Trustees.

Recommendation 5: Recommend that the department develop and implement a state-level, structured mentoring program for the community college system. Mentoring and role modeling are proactive ways of promoting the success of minorities and women in leadership positions.

Recommendation 6: Recommend that the department develop special seminars relating to career counseling, professional growth and development, and networking for all employees interested in leadership, with a strong emphasis on minority and female involvement.

Suggested Strategies

- a. Seminars could be developed jointly by the department, community colleges and consultants.
- b. Tier A staff development funds could be used to support this activity.

- c. Various seminars relating to professional development could be sponsored at many of the community college association meetings and conferences currently being held in North Carolina.

Recommendation 7: Recommend that college and department employees who desire professional development opportunities should have an individual professional career growth plan.

RECRUITMENT/SEARCH COMMITTEES/ RETENTION STRATEGIES

The literature review consistently indicated that recruitment, employment and retention of minority and women administrators and faculty is a serious problem, not only in the community college system in North Carolina, but for educational institutions at all levels throughout this country. According to a survey reported in a 1988 publication, Faculty in Higher Education Institutions, only 9% of community college faculties are minorities. Key ingredients for successful recruitment are generally not talked about and are the most important ones: attitude and commitment (Ward, 1989, p. 43).

While minority and female students comprised 78% of the North Carolina community college student population in 1990, only about 11% of all full-time administrators are members of a minority and 29% of full-time administrators are female. Further, the percentage of minorities as administrators has increased very slowly in the past six years. While 47% of the faculty are women, only 10% of the faculty are minority.

As the American Council on Education points out in their handbook, Minorities on Campus (Green, 1989), an important dimension of this issue is the nature of the positions held by minority and female administrators. The absence of minority and female Presidents, Vice Presidents and Deans is alarming. Minority and female administrators generally hold "assistant to" or "minority" positions. They are often clustered in equal opportunity programs, bilingual education, student services, personnel and affirmative action, with little opportunity for career advancement. Too often, the special minority programs are funded with "soft money," leaving the administrators' jobs vulnerable (pp. 95-96). This is also true in the North Carolina system.

Independent research has revealed effective recruitment mechanisms. Typically, recruitment strategies can be implemented with little or no cost to individual colleges or the system. Often these strategies are ones which the system should be using and which, to a lesser degree, many colleges are already using.

As stated earlier, leadership development for minorities and women already in the pipeline is one small piece in the puzzle. Strategies for recruitment and retention of minority faculty and administrators clearly must be tied to efforts to increase the numbers of minority graduate students (Smith, 1990a).

Research indicates that the area from which many senior-level administrators rise is the academic or instructional track. More often than not, community college Presidents and Vice Presidents come from the "academic pipeline." An increase in minority faculty members will increase the numbers of minority individuals available in the academic pipeline.

Recruitment/Search/Retention

Recommendation 8: Recommend that the colleges examine and strengthen recruitment, search-committee and retention strategies in order to increase diversity efforts.

Recommendation 9: Recommend that colleges increase the recruitment of minority faculty in order to increase the available pool of minorities in the academic pipeline.

A. Short-Term Recruitment Strategies

- 1) Increase colleges' contacts with minority and women's groups within the community. Conduct regular meetings with civic organizations, fraternities, sororities, churches, businesses and industries. Tell these groups of administrative and faculty positions as they become available.
- 2) Develop cultural awareness/exchange activity days aimed at increasing minority involvement on campus.
- 3) Involve community and civic leaders in college activities through committees or task forces to increase sensitivity to community concerns.
- 4) Advertise job vacancies in local, state and national minority and women publications.

- 5) Expand the recruitment of minorities for part-time faculty positions. Many institutions find that part-time faculty move into full-time positions.
- 6) Establish and maintain ongoing communications by periodically visiting and updating persons at historically African-American and female colleges within and outside the state of North Carolina.
- 7) Develop internship programs whereby graduate students can enter into part-time instructor and administrative positions with the expectation of movement into full-time positions.
- 8) Identify individuals with administrative and leadership potential on campus and groom them for such positions through mentoring and other programs.
- 9) Develop an exchange program with businesses and industries in communities whereby minority instructors from businesses are on loan to the colleges. (This will serve a dual purpose -- one of positive role models on campus as well as active community involvement with college campuses.)
- 10) Recruit individuals in the community with various expertise for part-time teaching positions. Build a talent bank from these individuals which can be shared with other colleges.
- 11) Develop a faculty exchange program with institutions with predominantly African-American and female students, resulting in an increased presence of minorities and women on college campuses.
- 12) Borrow skilled professionals from the business community to serve as adjunct professors.
- 13) Invite minority professors to serve as visiting professors.
- 14) Identify the colleges and universities with significant minority graduates and develop an on-going professional relationship with their placement offices.
- 15) Advertise administrative positions in the media which are most likely to be seen and read by minorities and women.

- 16) Develop a series of advertisements for placement in various college yearbooks, homecoming programs, athletic associations program booklets, etc., at selected historically black institutions.
- 17) Develop a television recruitment advertisement for use in selected markets.
- 18) Update recruitment brochures.
- 19) Examine all recruitment and selection procedures at colleges on an on-going basis.

B. Long-Term Recruitment Strategies

At the same time regular recruitment activities are occurring, community colleges should incorporate long-range recruitment strategies as part of their institutional commitment and overall diversity plan. All of these action strategies cannot be implemented overnight; however, within the framework of the institutional diversity plan and with effective planning and commitment, drastic and lasting changes can occur within a five- to ten-year period. As stated previously, fundamental to bringing about a change is the commitment to do so. This does not mean merely reporting numbers and data, but also involves incorporating all avenues of hiring and promotion and utilizing quality minority and women professionals already employed within the system to the best of our ability.

Gavin (1989) advocates aggressive support of minority graduate students, including provisions for research fellowships, involving students in grant writing, teaching and research, and providing advice on the ground rules of graduate school (i.e., competing in the graduate school environment).

Suggested Strategies

- 1) Look outside the traditional educational system to government, business, and the military for administrative leaders. The current downsizing of many major corporations and the military offers the community college system the unique opportunity for recruiting from a pool of well-trained and highly skilled professionals.
- 2) Develop direct transfer programs with colleges that traditionally serve minorities and women.

- 3) Encourage faculty members and administrative staff to maintain contact with promising minority and women community college students after they transfer to other colleges/universities.
- 4) Provide a minority fellowship program for promising minorities and women to encourage them to return to the community college system after they have received further educational training.
- 5) Develop a bank of minority and women candidates who have been previously interviewed. Make them aware of current openings.
- 6) Re-examine policies and institutional procedures for recruitment to determine if artificial barriers to job vacancy announcements exist.
- 7) Develop loan forgiveness programs for high-potential students which will attract them to educational careers.
- 8) Develop new articulation agreements, and clarify those already in existence, between community colleges and four-year colleges and universities to encourage minority students to persist in their educations.

C. Establish New Procedures for Search Committees

A senior administrative vacancy presents a dual opportunity for a college or university: first to rethink a function -- the roles and goals of a post, and character of person needed to make it work -- then to make an appointment that helps achieve those goals.

(Marchese, 1989, p. 1)

The Presidents' and Trustees' focus-group discussions placed considerable emphasis on the role and structure of search committees.

Search committees should be composed of a diverse team of staff members. This is especially true if the college is actively trying to recruit minorities and/or women in senior-level administrative positions. Clearly, an institution must first know what kind of faculty member or administrator it wants.

Search Committee Strategies

- 1) Educate search committees on campus to ensure that multicultural and other system-wide and campus-wide objectives are equally promoted.
- 2) Develop and strategically targeted track search strategies.
- 3) Ensure that all search committees have a clear understanding of the vacant position and its relationship to the management structure of the college.
- 4) Develop and incorporate non-traditional approaches for advertising and soliciting applications such as those mentioned in the recruitment section of the report.
- 5) Review the capabilities of internal staff members prior to advertising outside the college.
- 6) Make sure that minority and female candidates are considered in each interview process.
- 7) Pose the same core set of questions to each candidate.
- 8) Ensure that minimum qualifications are appropriate for the position.

D. Retention Strategies

Administrators are part of the power system and political structure of the college. Like any other administrator, minority and women administrators must be empowered to fully achieve the goals of the college and their position.

Retention efforts are extremely important. A campus environment which is conducive to multicultural diversity is a good beginning. Planning and participating in cultural diversity activities will help minorities and women feel more at ease in an environment where the traditional power structure has been non-minority. Meaningful opportunities for growth and staff development are key ingredients for successful retention. Allowing minority and women administrators time to pursue advanced degrees and professional development and to participate in various professional and civic groups will enhance their relationship with the college and allow them to feel a part of the system (Green, 1990). Most of all, minorities and women must be included as part of the

management team, not put in isolated positions and allowed to fail from lack of necessary support.

Retention Strategies

- 1) Ensure that minorities and women are involved in management decisions and various campus committees.
- 2) Develop strong policies supportive of cultural diversity.
- 3) Develop mentoring programs.

SYSTEMWIDE RECOMMENDATIONS AND STRATEGIES

This section provides specific recommendations that will have a systemwide impact on the overall enhancement of leadership development for minorities and women.

Applicant Pool

Previously, colleges were required to solicit applications from the applicant pool maintained by the department and to obtain departmental approval of individuals selected for interviews. The pool was limited to African-American applicants. Departmental staff analyzed the list of persons selected for interviews, evaluating the racial and gender mix, the demographics of the service area and the number of college graduates with the credentials to fill the vacancy. The colleges were then provided further assistance if the racial, gender or demographic mix was not consistent with systemwide efforts to reach compliance goals.

Recommendation 10: Recommend that the department investigate the effectiveness of applicant pools as administered by other states and implement those strategies that have been successful. If an applicant pool is developed, in contrast to the previous pool, the proposed applicant pool should be expanded to include all minorities and females interested in pursuing a career within the community college system. The intent is to develop an applicant pool that can be available on a voluntary basis as a resource for the community colleges to use in locating minority and female applicants.

Revamp Systemwide Hiring Goals

Recommendation 11: Recommend that the department develop a methodology for the colleges to use in establishing and implementing their own hiring goals for minorities and females in incremental steps for a 10-year period beginning in 1992. The methodology will incorporate the following components:

- a) data on labor market availability;
- b) demographics of individual college service areas; and
- c) individual college student-body profiles.

The individual college goals will be aggregated to form systemwide goals.

(Note: This information will be compiled by departmental staff and presented in greater detail to the colleges in the Spring of 1992 and should be incorporated in the colleges' Diversity Plans.)

Implementation of Programs to Enhance Cultural Diversity

Ultimately, success depends largely on increasing the number of minorities in the educational pipeline. Model programs and adequate financial and supportive assistance toward the pursuit of advanced educational degrees can be an impetus toward this goal. This section makes recommendations regarding program development and implementation.

Recommendation 12: Recommend that the department, in an effort to increase the numbers of underrepresented minorities and women in the academic pipeline, communicate directly with the administration of The University of North Carolina system concerning this need, and direct attention toward the academic credentials required for entry-level positions within community colleges.

Recommendation 13: Recommend that the State Board of Community Colleges and local Boards of Trustees secure funds to replicate the Sandhills Community College model program at selected sites. This will result in a "grow your own" minority recruitment program.

Recommendation 14: Recommend that the department develop and implement an awards program to recognize community colleges that have successful programs which promote diversity and cultural awareness.

Recommendation 15: Recommend that the State Board of Community Colleges develop and implement a program patterned after the Connecticut model whereby community colleges receive a \$2,000 incentive bonus for meeting or exceeding their hiring goals. Grant funds may be used by the colleges in a variety of ways, including increasing recruitment efforts, covering the costs of tuition and other expenses associated with coursework leading to advanced degrees, and supporting attendance at seminars and workshops that contribute to professional development.

Recommendation 16: Recommend that the department develop a comprehensive system of faculty release time allowing part-time and full-time faculty members the opportunity to pursue advanced degrees.

Advertisement

Recommendation 17: Recommend that the department include funds at the state level to assist the colleges in advertising professional positions. Presently, the colleges act independently in advertising professional positions. Each college approaches advertisement and recruitment differently. With departmental assistance, uniform procedures can be implemented for advertising key staff positions. In addition, the department's involvement in advertising and recruitment would assist the colleges in enhancing diversity. State-level assistance will supplement, but not replace, local advertisement and recruitment efforts.

Multicultural Affairs Director

Recommendation 18: Recommend that the department aggressively seek to fill the position of "Minority Affairs Director" and change the name to "Multicultural Affairs Director."

Suggested Strategies

- a. The internal department focus group should serve in an advisory capacity to the Multicultural Affairs Director.
- b. The Multicultural Affairs Director should review each college's Institutional Effectiveness Plan to ensure that colleges address diversity in their plans and that colleges comply with the recommendations contained within this report.
- c. The Multicultural Affairs Director should work with each institution in developing the multicultural teams and ensuring their continuity.
- d. The Multicultural Affairs Director could conduct workshops and seminars on cultural diversity.

Monitoring, Evaluation and Implementation

Implementation of these recommendations needs to be closely monitored and evaluated to determine the effectiveness of the new ideas adopted. The implementation procedures must have the full support of the State Board of Community Colleges, the System President, and the Presidents and Trustees of the local colleges.

Recommendation 19: Recommend that the implementation of the recommendations in this report as they apply to the department be incorporated in the responsibilities of the Multicultural Affairs Director.

Recommendation 20: Recommend that the implementation of the recommendations in this report as they apply to the community colleges be the responsibility of the System President, Executive Vice President, and local college Presidents and Boards of Trustees.

Recommendation 21: Recommend that a committee of the State Board of Community Colleges be appointed to oversee the implementation of the recommendations contained in this report.

- Recommendation 22:** Recommend that an annual report be made to the State Board regarding implementation activities.
- Recommendation 23:** Recommend that the Methods of Administration findings, based on on-site reviews and desk analyses, be reported annually to the State Board of Community Colleges.
- Recommendation 24:** Recommend that the State Board of Community Colleges and local Boards of Trustees adopt resolutions supporting the concept of diversity and supporting the recommendations contained in this report.
- Recommendation 25:** Recommend that the Manual for Trustees of the North Carolina Community College System be revised to to include a section on enhancing diversity as part of "The Trustee's Work," (pp. 16-18).
- Recommendation 26:** Recommend that a revision be made to the section of the Manual for Trustees of the North Carolina Community College System concerning the annual evaluation of college Presidents. The President's annual evaluation should include an assessment of efforts made by the President toward achieving and maintaining an environment conducive to cultural diversity. Local community college Presidents should be evaluated on their efforts and accomplishments toward achieving diversity on each campus.

REFERENCES

1. American Council on Education (1988). One-Third of a Nation: A Report of the Commission on Minority Participation in Education. Washington, D.C.
2. Astin, A. W., Astin, H. S., Green, K. C., Kent, L., McNamara, P., & Reeves, M. (1982). Minorities in American Higher Education. San Francisco: Jossey-Bass.
3. Borough of Manhattan Community College (1990). Pluralism and Diversity in the City University of New York: A Statement of Principles and Recommendations for Actions. N.Y.: The City University of New York.
4. Brint, S. & Karabel, J. (1989). The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985. N.Y.: Oxford University Press.
5. Broward Community College (1990). Mentor Program Manual: A Service of Academic Intervention. Broward County, FL.
6. Brown, S. V. (1988). MGE Increasing Minority Faculty: An Elusive Goal. Princeton, N.J.: Educational Testing Service.
7. Cage, M. C. (Dec. 12, 1990). "Government Officials Urged to Create Incentives for Colleges to Increase Minority Enrollment." Chronicle of Higher Education. Vol. 37, No. 15.
8. Carter, D. J. & Wilson, R. (1989). Eighth Annual Status Report: Minorities in Higher Education. Washington, D.C.: American Council on Education.
9. Commission on the Future of the North Carolina Community College System (1989). Gaining the Competitive Edge. Chapel Hill, N.C.: MDC, Incorporated.
10. Eaton, J. S. (1981). New Directions for Community Colleges: Women in Community Colleges. San Francisco: Jossey-Bass.
11. Gavin, J. R., III (1989). "Issues and Strategies in the Retention of Minority Faculty and Staff in Higher Education." In W. E. Ward & M. M. Cross (Eds.), Key Issues in Minority Education. Norman, OK.: Center for Research in Minority Education, University of Oklahoma.

12. Green, M. F. (1989). Minorities on Campus: A Handbook for Enhancing Diversity. Washington, D.C.: American Council on Education.
13. Johnson, M., Jr. (1989). An Overview of Desegregation and Affirmative Action. 1978-1988. Raleigh, N.C.: Federal Compliance Section, North Carolina Department of Community Colleges.
14. Leatherman, C. (Aug. 15, 1990). "2 of 6 Regional Accrediting Agencies Take Steps to Prod Colleges on Racial, Ethnic Diversity." Chronicle of Higher Education. Vol. 36, No. 48 , A-1 and A-12.
15. Linthicum, D. S. (1989). The Dry Pipeline: Increasing the Flow of Minority Faculty. Washington, D.C.: National Council of State Directors of Community and Junior Colleges, an affiliated council of the American Association of Community and Junior Colleges.
16. Marchese, T. J. (1989). The Search Committee Handbook: A Guide to Recruiting Administrators. Washington, D.C.: American Association for Higher Education.
17. Moore, K. M. (1985). Today's Academic Leaders: A Natural Study of Administrators in Community and Junior Colleges. University Park: Pennsylvania State University, Center for the Study for Higher Education.
18. National Center for Education Statistics (1988). Faculty in Higher Education Institutions. Washington, D.C.
19. North Carolina Department of Community Colleges (1990). Annual Statistical Report. Raleigh, N.C.
20. North Carolina Community College System (1983). Participation By Minorities and Women. Division of Planning and Research, Office of Federal Compliance Services. Raleigh, N.C.
21. North Carolina Department of Community Colleges (1990). Manual for Trustees of the North Carolina Community College System. Raleigh, N.C.: Helen B. Dowdy.
22. North Carolina Department of Community Colleges (1991). Technical Document for The Dawning of a New Century. Raleigh, N.C.
23. Rivera, M. (1983, November). Hispanic Participation in the Administration of the California Community Colleges: 1981-82. Paper presented at the annual conference of the Association of Mexican American Educators. Fresno, CA.

24. Smith, K. B. (1990a). Minority Administrators in the North Carolina Community College System. Raleigh, N.C.: unpublished paper; N.C. Department of Community Colleges.
25. Smith, K. B. (1990b). Representation of Women in the Administration of North Carolina Community Colleges. Raleigh, N.C.: unpublished paper; N.C. Department of Community Colleges.
26. State University of New York, Delhi College of Technology (1991). Delhi Strategic Action Plan for Cultural Diversity. Delhi, N.Y.
27. Toms, F. D. & White, T. G. (1991). Multicultural Teams: A Tool for Achieving, Returning, and Nurturing Diversity in the 1990s. Hickory, N.C.: Lenoir-Rhyne College Institute for Multicultural Education and Training.
28. U.S. Department of Education (1991). America 2000: An Education Strategy. Washington, D.C.
29. University of North Carolina (1991). Statistical Abstract of Higher Education in North Carolina 1990-1991. Research Report 1-91. The University of North Carolina, Chapel Hill, N.C.
30. Vassar College (1990). The Vassar/AAC National Project on Community College Transfer. Poughkeepsie, N.Y.: Office of the Dean of Studies.
31. Vaughan, G. B. (1990). Pathway to the Presidency: Community College Deans of Instruction. Washington, D.C.: The Community College Press.
32. Vaughan, G. B. (1989). Leadership in Transition: The Community College Presidency. New York: ACE/Macmillan.
33. Wechster, H. (1989). The Transfer Challenge: Removing Barriers, Maintaining Commitment. Washington, D.C.: Association of American Colleges.
34. Young, L. H. (1990). Minority Leadership Development in Technical and Vocational Education for Community Colleges and Technical Institutes. College Station, TX: Texas A&M University.

ERIC Clearinghouse for
Junior Colleges